DOCUMENT RESUME

ED 299 365 UD 026 425

TITLE Hispanic Agenda: 1990 and Beyond.
INSTITUTION Latin American Research and Service Agency, Denver, CO.
PUB DATE 87
NOTE 26p.
AVAILABLE FROM Latin American Research and Service Agency, 899 Logan Street, Suite 400, Denver, CO 80203.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Community Action; Community Change; *Community Development; Community Involvement; Community Leaders; Community Organizations; Community Programs; Disadvantaged; Dropout Prevention; Economic Development; Educational Attainment; Employment Practices; Health Services; *Hispanic Americans; Housing; Long Range Planning; Minority Groups; Program Descriptions; Program Design; Program Development; *Quality of Life; *Urban Programs
IDENTIFIERS *Colorado

ABSTRACT

The goal of the Hispanic Agenda is to enhance the quality of life for Colorado Hispanics and all other Coloradans. Responsibility for the program rests with the Hispanic community and leadership. The Hispanic Agenda Steering Committee began work in January 1986 to develop the structure and process for the Agenda. Program components, identified through a consensus of representatives of the Hispanic community, include the following: (1) elementary secondary education; (2) higher education; (3) labor and employment; (4) economic development; (5) housing and neighborhood; (6) health and human services; (7) political participation and leadership; and (8) media. Subcommittees were formed to identify specific problem areas, collect information, and draft position papers containing long and short term goals and objectives. Over 200 participants took part in goal review and revision at the Hispanic Agenda Conference (St. Cajetan's Center, Auraria Higher Education Center, Denver, Colorado, October 18, 1986). The goals are to be achieved within the next five years. Action committees will be formed to implement the goals, using a recommended strategic approach and criteria system. Specific issues, responsibility for implementation and performance objectives are listed for each of the program components. Statistical data are included on ten graphs, one chart, and one map. (FMW)

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HISPANIC AGENDA:
1990 AND BEYOND

COLORADO 1987

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ACKNOWLEDGEMENTS

We would like to acknowledge the support and work of Dr. Audrey Alvarado, Dr. Aileen Lucero, Yolanda Avila, Maria Yoos and Kathy Aragon of the Latin American Research and Service Agency (LARASA); Mr. Richard T. Castro, Executive Director, Human Rights & Community Relations, City and County of Denver; Dr. Paul Magelli, Past President, Metropolitan State College; Dr. Byron McClenney, President, Community College of Denver; Anheuser-Busch Companies; and Mountain Bell.

In addition, we would like to acknowledge the work of the subcommittee chairs:

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Special thanks to Mary Kelly O'Donnell and David F. Trujillo of Community College of Denver for editing, to Sandy Sanchez, Cynthia Evans and Sol Trujillo of Mountain Bell, and all the volunteers who gave countless hours to the success of the Hispanic Agenda Conference.

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EXECUTIVE SUMMARY

The ultimate goal of the Hispanic Agenda is to enhance the quality of life for Colorado Hispanics and all other Coloradans. To achieve this improved quality of life, the Hispanic community and its leaders must take responsibility to insure that there is a coordinated, integrated and systematic approach to positive change.

The Hispanic population continues to face socioeconomic difficulties. We must now begin to address these issues. As society continues to change at an ever increasing pace, we must employ creative approaches and seek long term solutions to the problems Hispanics encounter in our society. The Hispanic Agenda is a statement of goals and objectives, endorsed and supported by the Hispanic community. When the Agenda is fully implemented, it will allow the Hispanics of Colorado to participate more fully in the economic, social, educational and political mainstream of the state.

The Hispanic Agenda Steering Committee began work in January, 1986, to develop the structure and process for the Agenda. Futuristic and optimistic in its orientation, the Hispanic Agenda addressed eight major components:

- **EDUCATION: KINDERGARTEN-12TH GRADE**
- **HIGHER EDUCATION**
- **LABOR AND EMPLOYMENT**
- **ECONOMIC DEVELOPMENT**
- **HOUSING AND NEIGHBORHOOD**
- **HEALTH AND HUMAN SERVICES**
- **POLITICAL PARTICIPATION AND LEADERSHIP**
- **MEDIA**

These components were identified by building a consensus among representatives of the Hispanic community, its leadership and experts who work in each of these areas. Subcommittees were formed to identify specific problem areas and collect information with regard to each of these topic areas. The next step in the process was the development of draft position papers containing short and long term goals and objectives.

On October 18, 1986, the Hispanic Agenda Conference took place at St. Cajetan's Center at the Auraria Higher Education Center, Denver, Colorado. Over 200 participants reviewed the draft position papers and revised the goals addressing the future direction of the Hispanic community and the state of Colorado. The goals were developed with the intention of achieving them within the next five years.

The Hispanic Agenda Steering Committee combined the information contained in the draft position papers with the input from the Conference to arrive at this finalized Hispanic Agenda. The Hispanic Agenda is not meant to be all inclusive. As other issues become priorities, they will be included in the Agenda. This is just the beginning.

This publication renders the blueprint to a vision of the future. It belongs to everyone, Hispanic and non-Hispanic. It is the property of the community. All of Colorado's citizens have the responsibility to see that it is implemented to the fullest measure.

We anticipate that Hispanics throughout the state will make a personal and professional commitment to the Agenda's goals and objectives. It is the hope of all who developed the Hispanic Agenda that this organized effort will be an on-going process which will broaden opportunities and improve the quality of life for Hispanics in Colorado.

HISTORICAL OVERVIEW

The concept of pluralism so beautifully inscribed on the dollar bill *E Pluribus Unum* — "out of many comes one" — has been the dream and promise of America since the Declaration of Independence, 200 years ago. The state of Colorado, with its rich multicultural heritage has the opportunity and challenge to fulfill this dream. The very name Colorado was given by the Conquistadors, who in search of additional northern territory for the Spanish crown, came across Texas, Arizona and New Mexico to a land they named for its vibrant natural beauty and the red clay that colored its majestic mountains — Colorado. Although many people who emigrate here are sometimes surprised by the state's pronounced Hispanic flavor, an understanding of history makes clear the important role, contributions and historical impact Hispanics have had on the settlement and growth of Colorado.

The Spanish heritage of the Southwest is a prominent one, rooted in more than 400 years of history and culture, and dating back almost 200 years before the signing of the Declaration of Independence and 300 years before Colorado became a state. It was in 1598 that Juan de Oñate led the official expedition that spread the Spanish Empire's cultural and political presence into what is now the Southwestern United States.

The Spanish colonists synthesized their culture with the Native American people who had lived on the land for centuries. The marriage of the Spanish and Indian cultures resulted in a new, dynamic and creative ethnic blend which produced unique institutions, art, literature and values. The Spanish introduced ranching and stock raising, public schools, silver-working, architectural style, citrus fruits, Christianity, water laws and community property concepts. The Indian culture brought its knowledge of the land, cultivation for preparation and preservation, crafts and art design, folk medicine, hunting, and tribal or community consciousness. The descendants of this cultural marriage are the Hispanics of Colorado and the Southwest today.

In 1821, Mexico gained its independence from Spain, and Anglo-Americans were allowed legal entrance into Colorado and the Southwest. A healthy trade developed between the United States and Mexico. A major trade route included the Mountain Branch of the Santa Fe Trail that utilized Bent's Fort through Raton Pass into Santa Fe.

While trapping and trading had brought Spanish and Mexican incursions into Colorado before 1821, land grants and the sprouting of trading posts along the Arkansas River encouraged the development of permanent settlements. Mexicans and Anglos were pulled together into compatible relations as the Anglos came in to "Settle the West." Mexicans acted as guides, translators, merchants, packers and soldiers and taught the "new immigrants" how to survive in this beautiful land.

In 1846, the United States went to war against Mexico and resulting with the Treaty of Guadalupe Hidalgo, annexed almost half of the Mexican Hidalgo. The following states or portions thereof became part of the United States: New Mexico, California, Oklahoma, Kansas, Nevada, Utah, Arizona, Texas, Colorado, and Wyoming. The Mexican residents of the ceded territories were granted United States citizenship and became "charter members" of the state. As a standing tribute to their previous history, the communities of the Southwest often retain the Spanish "plaza" plan, architecture, and construction of adobe. Southwestern arts, crafts and food have remained an integral part of this area's cultural distinction.

The Civil and Indian wars, combined with the Gold Rush, attracted soldiers, prospectors, settlers, and land speculators from California and eastern United States. As these new people arrived, they too were taught how to survive and earn their livelihood by the Hispanic people. Skills taught included: mining by use of the batea and the arrastra methods; ranching and animal herding; farming and cultivation; trading and trapping. The integration of the state of Colorado, with the diversity of people it has today, had begun.

In the territorial period and into statehood in 1876, Colorado Hispanics entered political arenas and played substantive roles. Casimiro Barela, for example, known as the "Perpetual Senator," not only led the southern Colorado delegation in protecting the rights of the "charter members," but assisted in writing the Constitution of the state. So great was his influence that his likeness is preserved in the State Capitol dome today.

Industrialization and development in Colorado during the latter half of the nineteenth century attracted additional "charter members," as well as Mexican immigrants who came to work on the railroads, in the mining industry, in agriculture, (e.g., Great Western Sugar) and, ranching (e.g., sheep and cattle). Many migrant workers whose origins in Texas placed them on a migrant trail to eastern Colorado decided to remain and relocated in numerous communities along the front range. Hispanics, through their hard work and contributions to the labor force, built the state of Colorado and forged the foundation of today's economic base.

Intensive immigration from Mexico during the first decades of the twentieth century was caused in part by the active recruitment of a cheap labor force and by the political turmoil of the Mexican Revolution (1910-1934). New organizations emerged during this era that expressed concerns for cultural preservation and political status. Mutualistas (mutual-aid societies) provided services throughout Colorado and formed alliances throughout the nation with like-minded groups. This included "charter members" who were here before Colorado became part of the United States, recent immigrants from Mexico, and also many supportive people like former Colorado Governor Billy Adams.

World War II marked renewed economic development as industries moved inland in response to the threat of invasion. Colorado Hispanics became an urban population as emigrants moved near their war-related industries. In response to a need for an enlarged labor force, legislation encouraging Braceros, Mexican national workers in the United States, answered this demand for labor. Serving with great distinction in the military during World War II, Colorado Hispanics continued their contributions in defense of their nation. A patriotic people, Hispanics today have more Medal of Honor recipients per capita than any other group.

The nation's long and challenging history of border problems and illegal aliens has had a powerful impact on Colorado. Starting with the "charter members" who were here before Colorado became a state and again during World War II, there has been an open and then closed door policy toward aliens. This "revolving door" let people in when cheap labor was needed and then closed again when economic times necessitated a tight labor market. Nevertheless, this emigration pattern has had some beneficial effects on Colorado Hispanic culture, which has been constantly revitalized by the contributions of recent immigrants, particularly in language, customs and values. It has also produced backlash and prejudice against undocumented workers and accusations that Hispanics do not assimilate into the dominant culture.

Yet today, in the aftermath of the Civil Rights movement, which promoted the rights of Blacks, Hispanics and other people of color, Hispanics have made great strides in advancing socially and economically. Hispanics today are better educated, and can be found in all levels of business, government and society. Hispanics are beginning to exert the same strong influence on this state that they did in the early days of Colorado's history. One reason for this is that Colorado Hispanics actively participate in politics. Hispanics are also a growing population. As their numbers increase, they will have a greater impact on Colorado and the nation as a whole.

Colorado Hispanics bring a unique cultural blend integrating the individualism and hard work of the Western settlers with the rich heritage of Native American people. Colorado Hispanics have contributed much to the development and growth of Colorado, standing as an example of a people who love their country and their culture and who have assimilated without losing their cultural identity. The success of Hispanics in Colorado will contribute to the success of the entire state.

DEMOGRAPHICS

While the nation's total population increased by 11.5 percent between 1970 and 1980, the total Hispanic population increased by 61 percent, totaling 14.6 million (a 6 percent annual growth rate). The Mexican origin Hispanic subgroup increased by 93 percent, followed by Cubans at 48 percent, Puerto Ricans at 41 percent, and "Other Spanish" origin peoples at 21 percent. Current census reports estimate a 16 percent growth rate from 1980 to 1985 for Hispanics nationally (16.9 million), in contrast to 3 percent for the total U.S. population.

In 1980, Colorado ranked ninth nationally in its concentration of Hispanics. Hispanics constituted 11.8 percent of Colorado's total population (see Chart 1). As the following map of Colorado counties illustrates, two of 63 counties in Colorado had a Hispanic majority (Costilla — 77 percent, and Conejos — 61 percent). The bulk of Hispanics in Colorado self-identified as Mexican/Mexican-American/Chicano (61 percent). The second largest Hispanic subgroup identified as "other Spanish" (37 percent). Puerto Ricans and Cubans constituted less than 2 percent. State projections estimate the Hispanic growth rate at nearly 16 percent between 1985 to 1990, contrasted to 10 percent for Colorado's state population.

In 1980, slightly more than half of Colorado's Hispanics lived in the Denver metro area, with 53 percent of those having lived in the city and county of Denver. That is, over one-fourth of Hispanics in the state resided in a single urban area. In line with national statistics, Colorado Hispanics are an urbanized population, with 85 percent residing in major urban areas.

The educational status of Hispanics in Colorado closely parallels other states with a high concentration of Hispanics. In 1980, 51 percent of Hispanics 25 years or over did not complete high school, and less than 10 percent completed college. Estimates on Hispanic high school dropouts range from as low as 11 percent to as high as 50 percent.

The median family income of Colorado Hispanics in 1979 was $15,412 compared to $21,940 for non-Hispanics. When the number of persons per household is taken into account, the disparity in income is amplified. The per capita income for Hispanic persons per household was $4,714 in contrast to $8,585 for non-Hispanics. In other words, the average income per person in a non-Hispanic household was nearly two times that of Hispanics.

One of the most striking characteristics of the Hispanic popula-

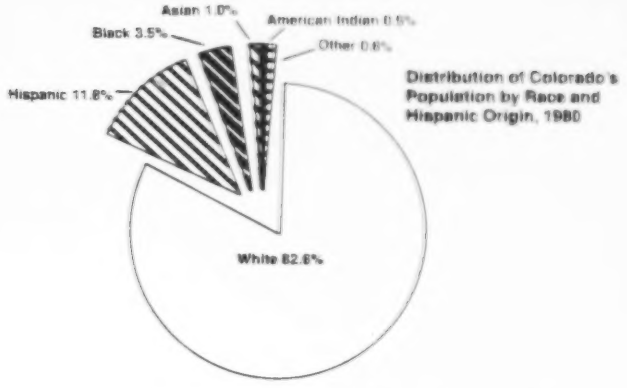


CHART 1 **Source:** U.S. Department of Commerce. Bureau of the Census. 1980 Census of Population: Persons of Spanish Origin by State, 1980. PC 80-S1-7. Compiled by the Latin American Research and Service Agency, 1987.

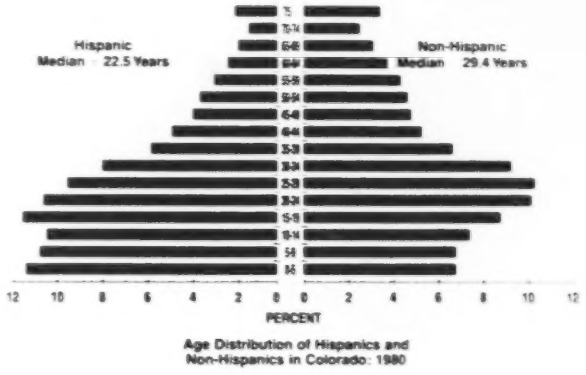

Hispanic
Median 22.5 Years
Non-Hispanic
Median 29.4 Years
12 10 8 6 4 2 0 0 2 4 6 8 10 12
PERCENT
Age Distribution of Hispanics and Non-Hispanics in Colorado: 1980

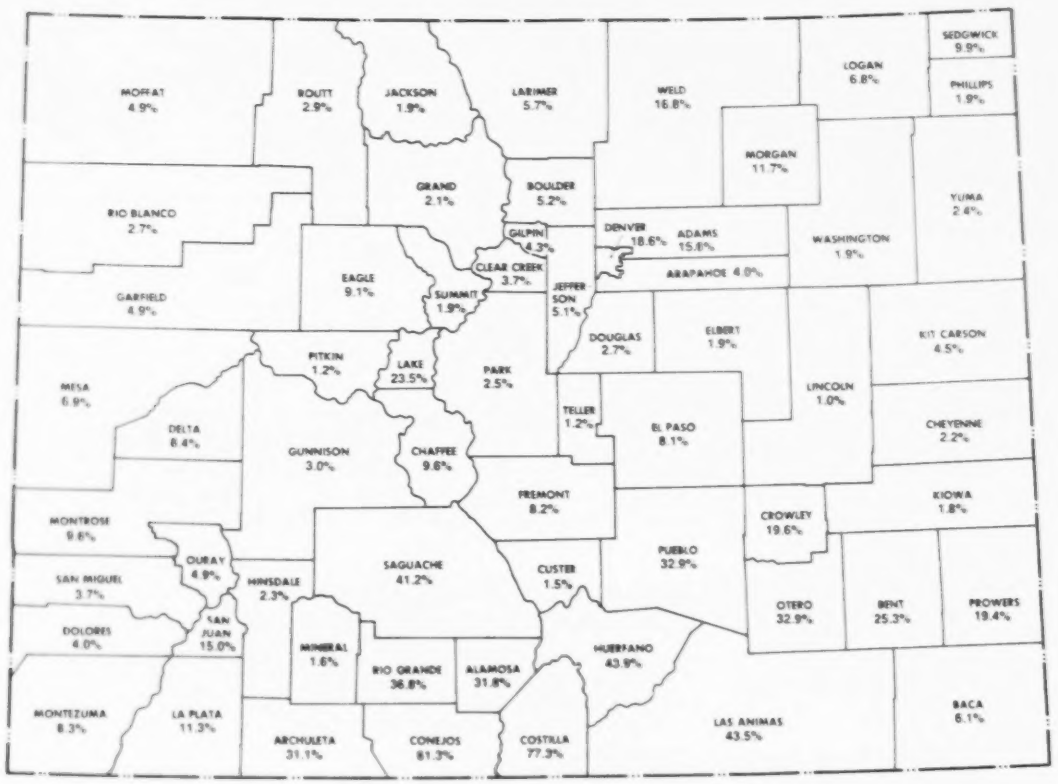
CHART 2 **Source:** U.S. Department of Commerce. Bureau of the Census. 1980 Census of Population: General Population Characteristics, Colorado. PC 80-1-B7. Compiled by the Latin American Research and Service Agency, 1987.

tion, both nationally and locally, is its youthfulness. The age pyramid in Chart 2 graphically shows the difference in age distribution between Hispanics and non-panics. The contrast in age is particularly evident in the "less than 20 years of age" categories. In 1980, 40 percent of Hispanics were under 18 years of age in contrast to 26 percent of non-Hispanics. Overall, Hispanics are considerably younger than non-Hispanics. In 1980, the median age of Hispanics in Colorado was 22.5 years in contrast to 29.4 years for non-Hispanics. Furthermore, fertility is higher for Hispanic women (2,428 children per 1000 women 15 years and older) than for total Colorado women (1,752/1000). The fertility rate for Hispanic women is projected to remain unchanged through the mid 21st century.

Summary

Given the Hispanic population's youthfulness, high fertility rate and continued growth, Hispanics will become an increasingly more vital segment of Colorado's population. Efforts to integrate Hispanics into the economic and political mainstream would benefit not only the Hispanic community, but the state of Colorado as well.

State of Colorado
Estimated Hispanic Population
Percent of Total County Population*



Source: Department of Local Affairs, State of Colorado, U.S. 1980 Census Data.

HISPANIC AGENDA: 1990 AND BEYOND

MAJOR COMPONENTS

KINDERGARTEN THROUGH 12TH GRADE EDUCATION

Hispanics are a young, vibrant and energetic population. Forty-five percent are under the age of nineteen. Hispanic youth are and will continue to be a valuable resource for employers. This youthful Hispanic population will be working longer and contributing more dollars into the federal social security system than any other ethnic population. Therefore, it is in the best interests of both the Hispanic and majority populations to improve achievement levels of our Hispanic youth on the elementary and secondary levels. The result will be an improved quality of life for all citizens of our state.

Issues

The following areas are key concerns for the Hispanic community:

- Academic performance of Hispanic youth;
- Attendance rate of Hispanics;
- Drop out rate;
- Institutional racism in the education system;
- Current school finance method.

Based on statewide assessment of student achievement, Hispanics are performing at a lower level than Anglo students. Specifically, utilizing the Iowa Tests of Basic Skills/ Tests of Achievement and Proficiency, Form G, Hispanic performance ranged from 14 to 21 percentile points below all students. The areas tested included vocabulary, reading and language skills, work- study skills, mathematics skills, social studies and science. (See Chart 5 from "Status of K-12 Public Education in Colorado, 1986," published by the Department of Education.)

Hispanic youth are challenged to survive in the current educational system. Part of the responsibility for the lower performance of Hispanics rests with the structure and method of teaching in Colorado school systems. Historically, Colorado's education system has received a failing grade in promoting academic success of ethnic minorities. Absence of a "climate of excellence" in the classroom contributes to this shocking educational ineffectiveness. Teachers who have low expectations of Hispanic achievement get the results they expect. There has been minimal commitment to preventive, early intervention efforts or encouragement of innovative teaching methods. The emphasis has been on remedial-type programs reaching students at a later stage in their schooling. To bring about improved student performance, early intervention needs to become a priority.

Hispanics are also dropping out of school in dangerously large numbers. Some studies estimate that 50 percent of Hispanics do not complete high school. Chart 3 dramatically shows the educational completion differences between Hispanics and non-Hispanics across urban and rural areas. For Hispanic adults 25 years and older, 40.9 percent in rural and 47.8 percent in urban areas completed high school. In contrast, 80.1 percent of non- Hispanics living in rural and 81.2 percent living in urban areas completed high school.

As reported by the Colorado Department of Education in a 1986 study which only includes data from 10th to 12th grade, the Hispanic drop out rate is 11.3 percent. The 1980 census data also show that Hispanic youths in the 18-24 age group were far less likely to have completed high school than non-Hispanics. For Hispanics living in rural areas the completion rate was 59 percent compared to 60 percent for urban Hispanics. For non-Hispanics the completion rate in rural areas was 77.4 percent compared to 82.7 percent for urban non-Hispanics. (See Chart 4.)

A recent Stanford University study estimated the lifetime cost to society of dropping out to be about $200,000 per drop out — approximately $20,000 for social services, $50,000 in lost tax revenue and $130,000 in lost net income to the individual. The drop out situation is at crisis proportions.

Failure is compounded by the lack of acceptance of the pluralism that characterizes our state and our

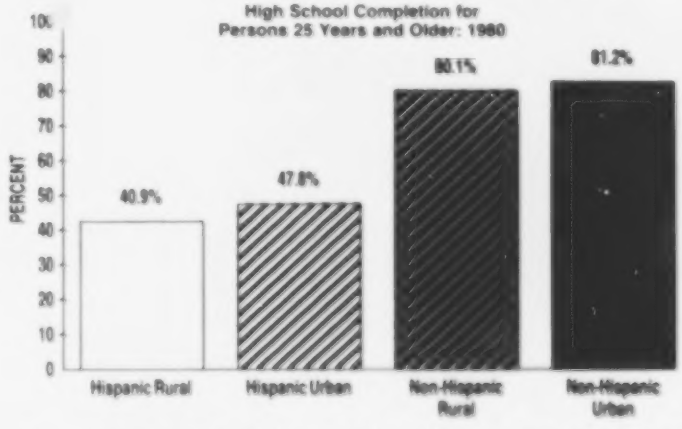


CHART 3

Source: U.S. Bureau of the Census, 1980 Census of Population, General Social and Economic Characteristics Colorado. PC 80-1 C7. Compiled by the Latin American Research and Service Agency, 1987.

nation. As a result, institutional racism continues to exist in the education system. Racism is evident in lower expectations by teachers and educational administrators of the Hispanic child. Racism is demonstrated in the lack of Hispanic role models in the classroom, a higher discipline and suspension rate among Hispanic students, and a curriculum that ignores Hispanic historic contributions to the development of Colorado and our country. The call for excellence in our schools must be applied across the board.

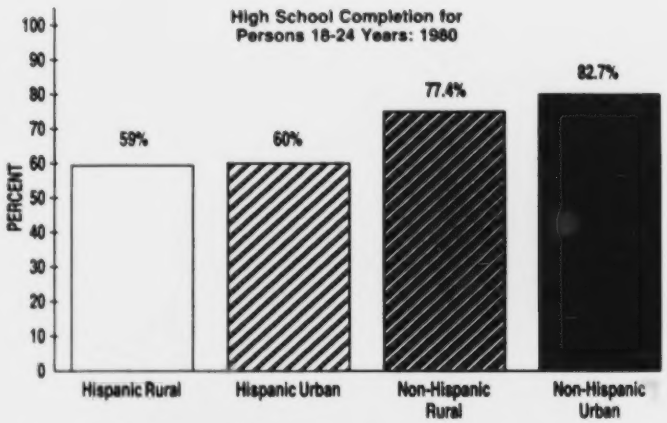


CHART 4 **Source:** U.S. Bureau of the Census, 1980 Census of Population: General and Social Characteristics, Colorado. PC 80-1-C7. Compiled by the Latin American Research and Service Agency, 1980.

Average Achievement of Colorado Students in Grades 3, 6, 9 and 11 by Race/Ethnicity

Group	Vocabulary		Reading		Language Skills		Work-Study Skills		Mathematics Skills		Social Studies		Science	
	Grade 3	6	Grade 3	6	Grade 3	6	Grade 3	6	Grade 3	6	Grade 3	6	Grade 3	6
All students	53	53	54	54	59	48	54	52	52	52	61	56	62	61
American Indian/ Alaskan Native	38	38	44	41	50	33	43	37	42	34	50	43	53	47
Asian/Pacific Islander	44	40	50	48	61	48	50	51	52	53	53	53	57	55
Black	31	30	34	33	40	30	32	29	31	30	40	35	41	40
Hispanic	34	33	38	38	45	34	38	36	38	37	44	39	45	46
White	59	61	59	59	62	53	59	57	56	57	65	61	66	65

Group	Reading		Written Expression		Using Sources of Information		Mathematics		Social Studies		Science	
	Grade 9	11	Grade 9	11	Grade 9	11	Grade 9	11	Grade 9	11	Grade 9	11
All students	58	61	53	58	55	60	54	58	57	62	58	64
American Indian/ Alaskan Native	46	45	45	42	44	47	42	41	48	47	49	47
Asian/Pacific Islander	53	53	54	56	53	53	56	59	56	57	58	61
Black	36	38	36	37	30	33	29	31	37	43	34	37
Hispanic	40	44	36	40	37	42	36	38	39	43	40	42
White	63	65	58	62	61	65	59	63	63	66	64	69

(Scores expressed in national percentile ranks.)

CHART 5 **Source:** Status of K-12 Public Education in Colorado, 1986. Colorado Department of Education.

The current financing method of public education is a major problem affecting all of our children in Colorado. First, financing for education is decreasing. As reported by the Colorado Legislative Council, the state's financial support of K-12 education in constant dollars has decreased each year for the last five years. The state contributes 47 percent of the total funds, and the local property tax burden is 53 percent. The current school finance law is not meeting the needs of Hispanic students. It requires revision, not only to ensure educational opportunity, but also to prevent educational opportunity from being solely a function of local property tax.

Responsibility

The primary responsibility for increasing the academic success of Hispanic youth lies with the Hispanic Community. However, parents, students, the state and private sector must all participate wholeheartedly in this undertaking. The quality of life for all citizens of Colorado will be enhanced by the success of Hispanic youth in K-12 education.

Kindergarten through 12th Education Goals

- Decrease by 15 percent the number of class days missed.
- Increase by 3-5 percent per year the competency test scores for Hispanic students in each test component.
- Increase by 10 percent per year the number of Hispanic students who pass the competency test(s) the first time.
- Decrease by 10 percent per year the dropout rate.
- Institute a multi-cultural curriculum in Colorado's K-12 education system.
- Rewrite the School Finance Law and base it on educational need.
- Increase to a minimum of 50 percent the financing contribution of the state for K-12, thereby reducing the local property tax burden significantly under 50 percent.
- Develop and implement standard state accountability measurements for each school district in Colorado.
- Increase parental and community participation in the educational system through tutoring, mentoring and role model programs.
- Increase by 40 percent early intervention education.

Photo by James Baca

HIGHER EDUCATION

Colorado depends on a highly educated and trained labor force. Higher education and Colorado's future growth are inextricably intertwined. The Hispanic population will serve as a major pool from which to draw faculty, staff and students. Unfortunately, to this date, Hispanic participation in institutions of higher education has been minimal. Efforts must be made to turn the tide in order to lay the groundwork for the future growth of our state and the success of its citizens.

Issues

There are three major issues in higher education affecting Hispanics:

- Recruitment, retention and promotion of qualified Hispanics in institutions of higher education.
- Recruitment and retention of Hispanic students and financial assistance to help them complete their education;
- Lack of involvement and participation of Hispanics in influencing policy through employment and appointments on policy-making boards of government and commissions in higher education.

The numerous higher education issues relating to Hispanic faculty and staff are intertwined. Hispanics are under represented at the levels of faculty and staff personnel. In 1984-85, it was estimated by Western Interstate Commission on Higher Education (WICHE), that less that one percent of executive, administrative and managerial positions were held by Hispanics in Colorado and that fewer than two percent of higher education tenured faculty positions were held by Hispanics. Chart 6 shows that of Hispanics working in institutions of higher education, 58 percent are in non-tenured or other faculty positions.

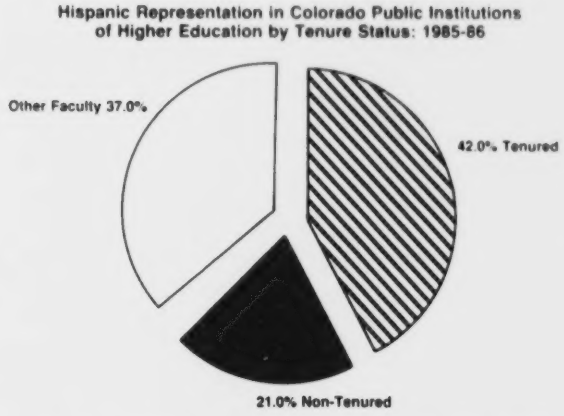

Hispanic Representation in Colorado Public Institutions of Higher Education by Tenure Status: 1985-86
Other Faculty 37.0%
42.0% Tenured
21.0% Non-Tenured

CHART 6 **Source:** Status of Minorities in Colorado Public Higher Education Fiscal Year 1985-86. Focus on Faculty and Staff. Colorado Commission on Higher Education, July 1986. Compiled by the Latin American Research and Service Agency, 1987.

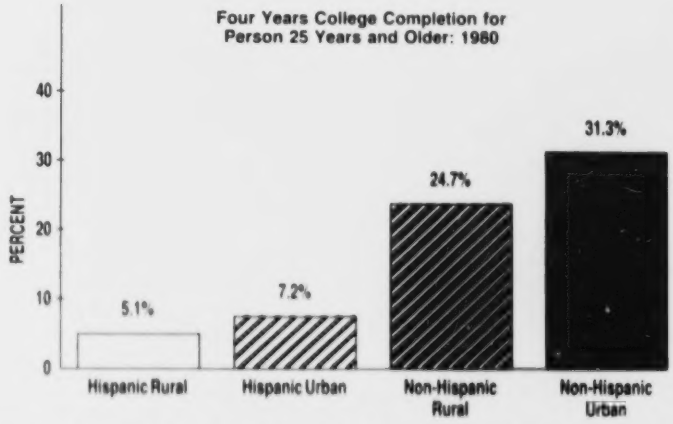


CHART 7 **Source:** U.S. Bureau of the Census. 1980 Census of Population: General and Social Characteristics, Colorado. PC 80-1-C7. Compiled by the Latin American Research and Service Agency, 1987.

The lack of support systems for Hispanics working within higher education has hindered the entry and retention of Hispanics into higher education institutions. Fewer networks exist to inform individuals of upcoming vacancies. Attempts to increase the numbers of Hispanics by enforcement of Affirmative Action guidelines has not been successful because of a lack of commitment by institutions of higher education and the State Legislature.

Many Hispanic students rely on financial assistance to obtain an education. Along with a decline in aid, there has been a corresponding decline in recruitment efforts directed at minority students. According to the latest available data, Hispanics received 3.2 percent of the baccalaureate degrees conferred in 1983. Chart 7 shows that in 1980

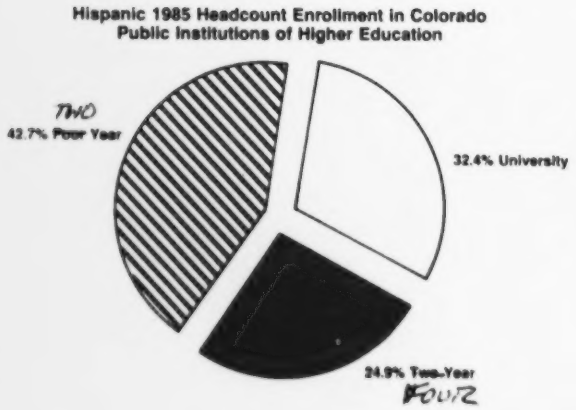


CHART 8 **Source**: Status of Minorities in Colorado Public Higher Education Fiscal Year 1985-86: Focus on Faculty and Staff. Colorado Commission on Higher Education. July, 1986. Compiled by the Latin American Research and Service Agency, 1987.

less than 10 percent of Hispanics, 25 years and older, residing in urban and rural areas, completed four years of college. In contrast 24.7 percent rural non-Hispanics and 31.3 percent urban non-Hispanics completed four years of college. In 1990, it is projected that only 5.6 percent of higher education degrees will be conferred to Hispanics, despite the fact that Hispanics between the ages of 15 to 19 will represent 11 percent of the total school population.

The decline of the traditional, white, 18-24 years old student has renewed interest among higher education institutions in recruiting non-traditional students. If colleges and universities are to contribute to the quality of life, they must begin to work more aggressively in the areas of recruitment and retention of Hispanics in all institutions of higher education. Chart 8 shows that one of ~~four~~ two Hispanics are enrolled in two year colleges in 1985. Hispanic representation must be expanded to four year and graduate institutions to enable Hispanics to compete in the areas requiring high technology degrees.

Elementary and secondary educators also are responsible for expanding the pool of qualified and interested college-bound students. Kindergarten through twelfth grade educators have not uniformly focused on encouraging and preparing Hispanic students for college.

At the system level Hispanics have not been represented on governing boards and commissions related to higher education. The few that have been appointed have not been as effective as they could be because of limited support systems and a lack of commitment of the governing bodies to the Hispanic community. Affirmative action policies and plans have been developed without a strong commitment to enforcement. This has contributed to the continuation of a laissez-faire attitude toward the educational needs of Colorado's Hispanic community.

Responsibility

There are a number of responsible parties that could positively influence change in the area of higher education. The Hispanic community must continue to play a major role in promoting and encouraging our youth to pursue their education. Hispanic faculty and staff must work together to promote themselves and others in the system. State governmental entities must accept responsibility for implementing affirmative action policies, that are more than plans with good intentions and possess a strong enforcement component. The private sector, with much to gain from a highly educated work force, must begin to invest in higher education and the future Hispanic leaders of Colorado.

Higher Education Goals

- Increase by at least 10 percent recruitment/retention efforts of Hispanics in higher education.
- Increase from 3.2 percent to at least 10 percent baccalaureate degrees earned by Hispanic students.
- Increase by 15 percent the numbers of Hispanic faculty personnel in higher education.
- Increase by 10 percent annually financial aid for qualified Hispanic students.
- Increase the representation of Hispanics on governing boards and commissions to achieve at least parity.
- Develop a state-wide student transition support program.
- Establish a communication clearinghouse regarding higher education opportunities for students and faculty.

LABOR AND EMPLOYMENT

Hispanics represent a growing proportion of the U.S. labor force. They are a youthful population in an aging society. Today, about 6.7 percent of our nation's workers are Hispanic. This proportion will increase to about 10 percent by the year 2000.

The employment status of Hispanics and other minorities will be increasingly important in the future. In 1952, there were 17 workers for every retiree on Social Security; by 1992 demographers project that there will be only three — and one of these will be a minority group member. Thus the employment skills of minority workers will be critical not only for the nation's productivity and competitiveness in the world market, but also for the solvency of the Social Security system, according to a 1987 report of the National Council of la Raza.

Unemployment and underemployment have been chronic problems in the Hispanic community. Double-digit unemployment has been a reality during both good and bad economic times; in 1985, Hispanic unemployment in Colorado averaged 12.2 percent, compared to 5.6 percent for whites.

Issues

There are three major issues in labor and employment affecting the Hispanic community:

- Hispanic unemployment rate is twice the rate of Anglos;
- Significant numbers of Hispanics lack formal education and skills training for changing labor force demands;
- Hispanics are over-represented among occupations likely to suffer from high job losses.

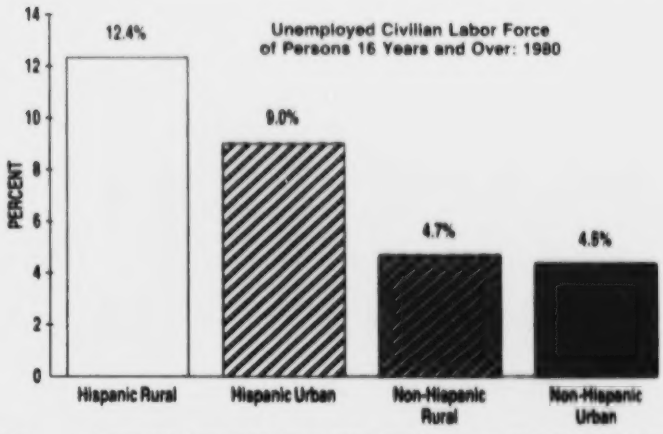


CHART 9 **Source:** U.S. Bureau of the Census, 1980 Census of Population, General Social and Economic Characteristics Colorado. PC 80-1-C7. Compiled by the Latin American Research and Service Agency, 1987.

The Hispanic unemployment rate during the last ten years has remained about two times that of Anglos. In 1980 Hispanics in rural Colorado were close to three times more likely to be unemployed than non-Hispanics (as shown in Chart 9).

The single most important barrier to success in the labor market for Hispanics is their low level of educational attainment. There is no doubt that the typical job or occupation of the future will require advanced education and/or training. Increasing workers' job readiness skills is a prerequisite to reducing the unemployment rate. In the future illiteracy will no longer mean a low paying, labor intensive, menial type of employment — it will mean no job at all.

Hispanics also suffer from serious inequities in occupational dis-

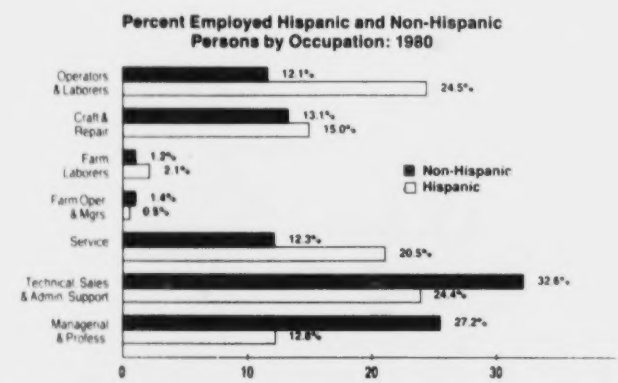


CHART 10 **Source:** U.S. Bureau of the Census, 1980 Census of Population, General Social and Economic Characteristics, Colorado. PC 80-1-C7. Compiled by the Latin American Research and Service Agency, 1987.

Note: Forestry and Fishing was eliminated as an occupational category because they were less than 1%.

tribution. Both Hispanic men and women are strikingly under represented in white-collar jobs and over represented in low-skill blue-collar jobs with low wages and limited opportunities for advancement, as shown in Chart 10. It is no surprise then that Hispanics in the work force receive the lowest weekly wages of any major group in the labor market, with Hispanic women reporting the lowest wages. Hispanic families experienced a decline in real income in 1985.

Employment training must be two-pronged: first, it must increase literacy to enable the worker to begin to earn a living; secondly, as a condition of employment, the worker will be provided with continuing training. The latter protects workers who are engaged in occupations that will see significant losses because of technology improvements.

According to recent studies, Colorado ranks 13 out of the 50 states with regard to "climate of growth" in terms of jobs and new companies. Yet this growth essentially excludes Hispanics who lack the formal education and training for a hi-tech, service-sector economy. At the same time because of the youthful composition of the Hispanic community, Hispanic workers can and will be a driving force for industries of the future.

Responsibility

Colorado's human resource investments represent a critically important commitment. Expanding opportunities for Hispanics and non-Hispanics can be achieved through a partnership of state and local government and the private sector, utilizing economic development strategies, education and employment training programs. In addition, Hispanic workers must be endowed with the motivation and self-resolve to improve their current plight. The community can assist in this process and set high standards, provide leadership, raise consciousness and provide the necessary accountability. The end result will be greater prosperity for all Coloradans.

Labor and Employment Goals

- Increase by 40 percent the literacy of Hispanic workers.
- Increase by 30 percent the private and public partnership training program funds.
- Increase by 40 percent the number of Hispanic workers in training programs.
- Increase by 40 percent the utilization of the Job Training Partnership Act program in the Hispanic community.
- Reduce by 5 percent the Hispanic unemployment rate.
- Increase by 30 percent labor force participation of low income Hispanic female heads of household.
- Expand by 20 percent the educational opportunities available to underemployed and high risk loss occupations.

ECONOMIC DEVELOPMENT

America has one of two choices. We can accept a lower standard of living by cutting the wages of blue and white collar workers, or we can raise our standard of living through effective public/private investment. The goal of such investment would spur the growth of new high-paying, high-tech and information based industries. The Hispanic Agenda chooses the latter approach.

The economic success of Hispanics is dependent on America's ability to compete in the world. Conversely, America's ability to compete in the world is also heavily dependent on the effective and successful investment in her Hispanic citizens. Obviously, the education of America's youth, including a soaring population of young Hispanics, plays a crucial role in our nation's ability to compete and prevail in today's and tomorrow's world economy.

The U. S. Census Bureau reports that the number of Hispanic-owned businesses in the United States increased by 53 percent between 1972 and 1977. Receipts from those firms totaled $15 billion in 1982, a substantial increase over a five year period. On average and in almost all cases, Hispanic businesses are small businesses.

Issues

There are four major issues confronting the Hispanic business community:

- Limited access to capital and management/technical assistance;
- Revitalization of neighborhood Hispanic business;
- Internal coordination of Hispanic community;
- Systematic and institutional racism.

The fate of small businesses and future employment opportunities are closely linked. Between 1981 and 1985, Colorado added an estimated 80,000 net new jobs. Small, independently owned new business played a key role. Over 59,000 of these net new jobs were in firms with less than 20 employees and over 51,000 in local, independently owned firms. Firms with less than 100 employees now account for over half the jobs in Colorado.

Start-ups have and will continue to dominate the state's growth in employment. As a result, a sound Hispanic economic development strategy should nurture the successful growth of Hispanic-owned small businesses. Such an approach will result in a significantly increased number of high-quality jobs for Hispanics.

Like all small businesses, potential and existing Hispanic enterprises require start-up and consecutive rounds of financing to grow. An individual small business often has almost all the right pieces in place — right product, right market and right time. Frequently, the only pieces missing are available and/or affordable capital, and management and specialized technical assistance.

Revitalized neighborhood retail/service businesses are needed in the community. Many small businesses in Hispanic neighborhoods are owned by non-minorities. Hispanic entrepreneurship must be promoted. Hispanic consumers should be encouraged to patronize Hispanic business; in too many cases, they are required to shop and buy goods and services outside the neighborhood.

While some progress has been made, the Hispanic business community must coordinate its efforts. More collaboration is needed in areas of joint venturing, subcontracting, and purchasing products and services. A lack of coordination causes many Hispanic enterprises to lose significant business with the following types of potential customers: major local corporations, state and municipal governments and federal government.

Systematic, institutional racism remains a barrier to Hispanic progress. Significant economic "mainstreaming" of Hispanics remains to be done. The level of participation in our state's economy is not satisfactory. We need more Hispanic business people serving as role models.

Responsibility

The Hispanic community as a whole must take responsibility, including obtaining the cooperation of local corporations, other Chambers of Commerce, and state and local government. Significant economic success can be achieved if the community effectively coordinates and executes their plans. The Hispanic Chamber of Commerce can provide a focal point for revitalization of the Hispanic business community. The executive and legislative branch of government must involve Hispanics in the state's economic development planning, as well as advocate opportunities for Hispanics in the plan's implementation.

Economic Development Goals

- Establish 100 new Hispanic owned businesses.
- Increase by 100 percent Hispanic business receipts.
- Increase by 300 the number of employment opportunities within each Hispanic neighborhood.

- Create through the State Legislature Small Business Development Credit Corporations that will provide financing and management/technical assistance.
- Unbundle contracts with local corporations thus providing more opportunities for Hispanic Small Business Owners.
- Centralize the minority certification/guideline education and information process.
- Increase knowledge of the bidding process among Hispanic Small Business Owners.
- Initiate and establish a Hispanic Small Business Owners resource information clearinghouse in cooperation with the Hispanic Chamber of Commerce
- Establish an annual Hispanic Small Business Owners Trade Fair for public and private sector organizations.
- Increase by 35 percent funds raised for neighborhood economic development organizations.
- Implement a one-stop regulation and certification office.
- Establish a statewide minority small business council.

HOUSING AND NEIGHBORHOOD

The breadth and diversity of housing issues facing Colorado residents demand new public initiatives addressing the gap between the price at which the private market system can provide housing and the ability of low-income households to pay for the housing. Until recently the federal government has taken the lead in addressing the needs of those residents whose housing requirements were not being met by the private sector. Today there is a new opportunity for state and local government working together with the Hispanic community to improve the housing and neighborhoods in Colorado.

Issues

There are four key housing and neighborhood issues that affect Hispanics:

- The lack of affordable housing throughout the state of Colorado;
- The need for revitalization of Hispanic neighborhoods and existing housing units;
- Freedom of choice for Hispanics to live anywhere;
- The need to identify and purge regulations and priorities that negatively impact the affordability and the quality of housing.

The main housing issue is affordability. In 1985, 32 percent of Colorado's renter households and 10.6 percent of owner households were living in inadequate units or paying too high a proportion of their income for shelter. A significant portion of the Hispanic population is unable to afford adequate housing.

Secondly, revitalization of Hispanic neighborhoods is essential to our quality of life. The owner-occupied housing stock in the state is aging. The combination of aging housing with a lower-income owner, particularly in rural Colorado, often results in deterioration of the unit and its eventual removal from the affordable housing stock. If revitalization is not undertaken, affordable housing units deteriorate until they are eventually abandoned or demolished. Too often the result is complete retrogression of the neighborhood.

Assuring that Hispanics have the freedom of choice to live anywhere within the metro area and the state of Colorado is critical. A recent study of affordable housing in the metro area and the state indicated that Hispanic families whose income does not exceed $25,000 per year are required to live in areas where the housing stock is less than adequate for their needs.

The last issue impacting Hispanic housing and neighborhoods addresses the regulations and priorities of a variety of state agencies and commissions that directly affect housing costs. We need to identify and revise regulations within state and local governments, as well as private housing regulations, that negatively impact affordability and quality of housing.

Responsibility

The responsibility of remedying the housing situation and revitalizing Hispanic neighborhoods lies with the Hispanic community. We must promote and take direct action to improve the quality of shelter and quality of life in Hispanic neighborhoods. Businesses, including — but not limited to — banks, savings and loan associations, insurance companies, private developers, foundations, private and quasi-public corporations, have a major responsibility in playing a positive role in improving the quality of shelter and life in Hispanic neighborhoods. The federal government should also continue to play a significant financial role in housing, especially ensuring that low and moderate income individuals and families have adequate shelter. State and local governments must also concern themselves with housing policies to insure that adequate and affordable housing is an achievable goal.

Housing and Neighborhood Goals

- Establish a Housing Trust Fund to provide a source of funds to Hispanics throughout Colorado and to support housing initiatives in Hispanic communities.
- Establish a blue ribbon committee to identify resources available for housing to promote neighborhood rehabilitation.
- Activate a "fairshare allocation" model in which local governments agree to provide affordable housing in their communities accessible to Hispanics.
- Insist that local governments offer incentives to private developers to build a percentage of units for low and moderate income individuals.
- Explore the utilization of employee pensions as a source of revenue for housing, rehabilitation and/or development.
- Support legislation that positively addresses the issue of Warranty of Habitability (standard living conditions for renters).
- Insure that all economic development policies responsibly address housing development and the impact on the quality of life of residential neighborhoods.
- Demonstrate the economic benefits of affordable housing initiatives and neighborhood rehabilitation programs to the state legislature, emphasizing the positive role legislators can play in housing development.

HEALTH AND HUMAN SERVICES

The relationship between education, job training and employment, housing and economic development is closely linked to the need for public human services and health programs. Because of socioeconomic factors, Hispanics are disproportionately represented as consumers of public programs in health and human services. Like all other consumer populations, Hispanics have the right to receive quality services provided in a sensitive and professional manner. Hispanics must be afforded equal and open access to programs which will address their needs. Any cultural or language barriers which may impede or prohibit the delivery of services must be addressed and solutions implemented to assure quality care for Hispanics.

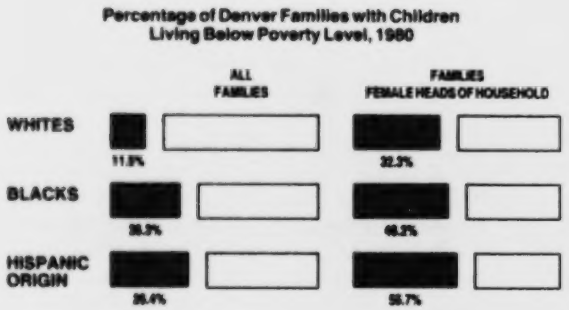


CHART 11 **Source:** U.S. Bureau of the Census. From *A Profile of Poverty in Metropolitan Denver*. Summary of a Report by the Piton Foundation, 1987.

Issues

The following are four major concerns for the Hispanic community:

- Poverty of Hispanic women and teenage pregnancy;
- Lack of preventive health care;
- Alcohol and drug abuse;
- Accessibility to quality health care.

In 1984, the U.S. Civil Rights Commission reported that women were quickly becoming the largest poverty group in the nation. A large percentage of these impoverished women are Hispanic. In Denver as Chart 11 shows, approximately half of the families headed by Hispanic women live in poverty, compared with one-third families headed by white women. If day care were more available, female heads of households would be less dependent on Aid to Families with Dependent Children (AFDC). Although having a job does not in every case bring an end to poverty, women would have a better opportunity of fighting poverty through job training and employment.

As reported by the Piton Foundation in A Profile of Poverty in Metropolitan Denver, "teenage pregnancy, which occurs at a higher rate in neighborhoods where poverty is concentrated, contributes to the growing number of female-headed families. Many teenage mothers drop out of school, attempt to rear their children by themselves and need long-term public assistance. Half of the families receiving Aid To Families with Dependent Children (ADFC) in Denver are headed by women who were teen mothers. Among teenagers in Denver, Hispanics had the highest pregnancy rates (114 per 1000 women)..."

In addition, poverty has a significant affect on availability of prenatal care. Because of a lack of prenatal care, newborns have a higher incidence of illness and birth defects and mothers have a higher occurrence of delivery and post delivery health problems.

Another factor contributing to the poverty of single parent families is the absence of child support. As reported by the Federal Office of Child Support Enforcement in 1983, 8.7 million women in the United States were raising children without fathers in the home. Of these, 58 percent, or five million, had court orders or agreements establishing a right to child support. Only half of these mothers, 2.5 million, received the full amount owed. Another quarter, 1.3 million, received only partial payments, while the remaining 1.2 million received nothing at all. Although specific ethnic data is not available for Colorado, lack of payment of child support is a problem in the Hispanic community, as well as for the total community.

Child abuse and neglect are present in the Hispanic community. In 1980, Colorado's statistics showed 4,775 cases of reported abuse; of these cases, 1,409 were non-white, 17.6 percent or 843 were Hispanic. The State Department of Social Services notes several factors that should be taken into account in interpreting the higher reporting rate for Hispanics, in particular, the effects of poverty. Hispanic families, on average, experience greater economic stress which in turn may result in increased risk for abuse or neglect. Also, a higher proportion of Hispanics live in inner-city neighborhoods, and the stresses of inner-city

living may increase risks for abuse and neglect.

Further, the higher rate may be due to reporting phenomena rather than to actual differences in levels of abuse or neglect. Higher levels of contact with public social agencies and health clinics increase the odds that a "suspicious" injury will be referred to protective services. Prejudice, perhaps operating subtly among both professionals and non-professionals, may increase the odds that a referral will be made in a "questionable" situation. In sum, socioeconomic factors in combination with reporting goals seem to explain much of the difference in rates.

The third issue, alcohol and drug abuse, is a serious and costly problem. According to the 1984 State Plan for Alcohol and Drug Abuse Treatment, Hispanics constitute 18.6 percent of the Denver population, but accounted for 25-31 percent of the Denver DUI arrests from 1973-1981. It is estimated that Hispanics accounted for 22-26 percent of statewide involuntary commitments to alcohol treatment, while representing only 11.8 percent of state population. However, these high statistics could be attributed to the variance in the application of alcohol related laws in Hispanic communities.

Mortality rates for Hispanics are 33 percent greater than that of Anglos. Comparisons show that on the average the life expectancy rate for Hispanics is five years shorter than that for Anglos. The major causes for lack of preventive health care to Hispanics are poverty, the rising cost of health care, lack of insurance benefits, physical accessibility and mobility (i.e., elderly), cultural barriers, the dehumanization of our health delivery systems, and lack of information on disease prevention and health care.

Responsibility

To positively impact Health and Human Services for Hispanics, the Hispanic community must take responsibility to advocate for improved and expanded services. The private and public entities responsible for health care and human service delivery throughout the state of Colorado must improve delivery systems, accessibility and quality of care to expand services to the Hispanic Community.

Health and Human Services Goals

- Increase by 10 percent the AFDC allotments for all children and families who have no other source of income.
- Increase by 25 percent the availability of low cost/subsidized day care and other supportive services for low income women.
- Increase by 30 percent the number of educational and training programs for low income female heads of households.
- Increase by 40 percent child support payments and/or collection.
- Increase by 25 percent the number of prenatal and parenting programs for teenage single parents.
- Encourage health and human services delivery systems to reduce cultural and language barriers.
- Increase preventive health care educational programs focused on the Hispanic population.

POLITICAL PARTICIPATION AND LEADERSHIP

The population growth of Hispanics and their increasing participation in the political process has and will continue to impact national and statewide elections. Currently Hispanics are the second largest ethnic group in the United States. By the year 2060, Hispanics will become the largest ethnic group. Sheer numbers will give Hispanics enormous political clout.

Influencing public policy decision-making requires active and vigorous participation in the political process. Hispanics must continue to intensify their level of political participation to advocate and defend their community interest.

Issues

There are three major issues that affect the Hispanic community:

- Lack of political sophistication and internal coordination within the Hispanic community;
- Deep and widespread sense of political apathy within the community;
- Systematic and institutional racism.

Hispanic representation in public office has increased significantly in recent years. Colorado has over 160 Hispanic elected public officials. Hispanics currently serve as state legislators, mayors, municipal officials, assessors, sheriffs and school board members. While such individual successes are impressive, incumbent Hispanic office holders need to start identifying, recruiting, working with and developing future political leaders. In addition "state of the art" political campaign techniques, now widely known and understood throughout the community, need to be employed. Further, there needs to be improved communication vehicles enabling Hispanic public officials to report on the impact of legislation and policy on Hispanics.

A sometimes unresponsive political structure has resulted in a significant level of apathy among Hispanics. Many believe that the political process and public policy issues are irrelevant to them individually and to the future of the community as a whole. Although the number of Hispanics registered to vote has significantly increased, more Hispanics need to be encouraged to register. In addition, more effort to increase voter turnout is critical.

The Hispanic vote can and will decide elections. As reported by the National Association of Latino Elected and Appointed Officials Education Fund (NALEO), when a candidate for statewide office captured 14.6 percent of the Hispanic vote in Colorado, his or her overall total vote increased by one percent. To increase voter turnout among Hispanics, we need to demonstrate the power the Hispanic community can bring to bear on improving their quality of life by exercising their right to vote.

Systematic and institutional racism remain significant obstacles to increasing the impact of Hispanics in the political process. In many areas of Colorado, at-large elections prevent Hispanic citizens from holding public office. Frequent attempts are made during the reapportionment process to "gerrymander" existing and potential Hispanic districts. Furthermore, economic discrimination, combined with the growing financial requirements of politics, preclude many Hispanics from conducting viable election campaigns.

Responsibility

Significant political successes can be achieved if the Hispanic community takes responsibility, plans and acts in an effective and coordinated manner. Colorado has a great opportunity to engage, challenge and utilize the leadership available in the Hispanic community. By electing Hispanic leaders to public office, the Hispanic community can more fully realize its vision and dedication to improve the quality of life for Hispanics and all Coloradans.

Political Participation and Leadership Goals

- Identify and implement strategies to eliminate at-large state and local elections across Colorado.
- Facilitate increased Hispanic representation by ensuring the appointment of at least two Hispanics to the 1990 reapportionment commission.
- Develop a "think tank" that communicates public policy and political positions of direct interest of Hispanic individuals and the community.
- Utilize the "think tank" to promote closer collaboration between existing and potential public office holders and the community.
- Increase by 20 percent Hispanic voter registration.
- Increase by 30 percent the Hispanic voter turnout for elections.
- Coordinate fund raising within the community by creating a Hispanic Political Action Committee.
- Encourage Hispanic elected officials to report the potential impact of public policy to Hispanic organizations.

MEDIA

As the Hispanic population grows, the influence of media coverage and Hispanic representation in the media will have enormous impact in shaping opinion and projecting images of the Hispanic community. Print, radio and television media have a fundamental responsibility to report on community events, as well as to inform the community about national and international events.

Issues

There are two major issue areas related to the media:

- Under-representation of Hispanics in the media;
- Coverage of Hispanics by the media.

There are only a few Hispanic, on-air/on-camera personalities on major radio or television stations in Denver. Although Hispanics comprise about 12 percent of Colorado's population, less than two percent of news room staffs are Hispanic. A major concern of Hispanics in the media is they often become the lone booster of Hispanic events and activities and are typecast as "the Hispanic reporter." The limited number of Hispanics in the media also results in a paucity of role models for Hispanic youth.

The need to improve news coverage of the Hispanic community is essential to developing a more positive image of Hispanics. By focusing on positive aspects of the community, the media could develop a constructive working relationship and gain a more respectful perception of the Hispanic community.

There is also a need to increase the media's interest in covering newsworthy Hispanic events. Far too often, the media has not been notified in advance of newsworthy events. The Hispanic community generally distrusts the media to cover events objectively and accurately. This has hampered dissemination of news promoting a positive image of Hispanics.

Responsibility

The Hispanic community has responsibility for its image and presence in the media. Organized efforts led by local community-based groups and leaders to work with the media can improve the current relationship between the media and Hispanic community.

The media itself has a responsibility to project a realistic view of society, as well as of particular ethnic communities. The media's power structure must create opportunities for advancement and promotion of Hispanics in the media, in addition to promoting a policy of covering news about Hispanics and the Hispanic community.

Hispanics in the media have a responsibility to ensure that positive Hispanic images are projected; Hispanic professionals are promoted; the Hispanic community is served; and to act as role models to Hispanic youth.

Media Goals

- Identify Hispanic media persons to become role models for the Hispanic community and its youth.
- Coordinate recruiting efforts of Hispanic youth to increase the numbers of qualified Hispanics in the media.
- Revitalize the Community Affairs Seminars educating the Hispanic community about how to better utilize the media.
- Develop a "Who's Who" Hispanic Resource Directory that includes names and phone numbers of Hispanics in all areas of expertise.
- Develop a constructive working relationship between the Hispanic community and the media to promote positive media coverage.
- Achieve equal representation across all levels of employment of Hispanics in the media by 1990.
- Establish community networks to create the exchange of information, expertise, and resources.
- Create a partnership between Hispanics in the media and the Hispanic community at large to insure media accountability for program contents, hiring practices and other issues related to Hispanics.

BUILDING ACCOUNTABILITY

A reading of the summaries of each of the major components demonstrates that the Hispanic community perceives itself as a key player in promoting change. Change will only occur if our community takes action — NOW.

This Agenda is only the beginning. Action committees will be created to develop strategies to achieve our stated goals. No one has more invested in the success of this Agenda than the Hispanic Community.

The community at large and the Hispanic community must now begin to build bridges to open up opportunities for greater involvement of Hispanics in decision-making positions. It is through this open process that we will begin to accept our interdependence on each other to obtain a better quality of life for all of Colorado's people. The Hispanic leadership is eager and willing to address the issues identified in this report to usher in a new dawn for Colorado's Hispanics. We move forward, not forgetting the past, but building on it, to achieve the goals we have developed that will secure a better future for Hispanics and Colorado.

STRATEGIC APPROACH AND CRITERIA

The following is a standard set of criteria we used to provide an organized approach to identifying goals and objectives, developing plans and establishing time frames for achievement of this component of the Hispanic Agenda.

Goals are defined as our long-term vision of what we want the Hispanic Community to achieve. Objectives can be thought of as accomplishments required prior to achieving the established goals.

Task 1: Identify the key issues, needs and problems in your specific socioeconomic area.

Recommended Criteria:

A. How do these issues, needs and problems specifically impact Hispanics?

B. How does this situation compare to the total population?

C. What are the current issues and/or barriers that hinder success?

D. How should these issues/barriers be "prioritized" ?

Task 2: Identify who has the ultimate responsibility in this socioeconomic area.

Recommended Criteria:

A. Who are the individuals, organizations, agencies and groups responsible for addressing this socioeconomic area?

B. What is their relative role?

C. How successful are they in addressing this area?

Task 3: Provide recommendations, including goals and objectives that will positively impact the issues identified in Task 1.

Recommended Criteria:

A. What are the goals/objectives in the short-term (one-three years), 5 years, 10 years?

B. What specific policies, do you suggest to achieve realistic, clear and measurable objectives?

C. Should the roles of the current key players (identified in Task 2) be altered? If so, how?

D. Who else should be involved in addressing this area?

E. Is public/private sector cooperation necessary to impact this area? If so, in what specific form?

F. How should the achievement of these goals and objectives be evaluated and measured?

Task 4: Identify the interrelationships of your suggested recommendations with the other components of the Hispanic Agenda.